

**Troy University**  
**Senior Survey Report**  
**2008 – 2009**



Office of Institutional Research, Planning, and Effectiveness

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## Troy University 2008-09 Senior Survey Report

## Executive Summary

The purpose of this survey is to identify student satisfaction with their experiences at Troy University, recognize student development as a result of their Troy University education, and identify areas that need to be improved. Data collected in this survey are used to help the University strengthen its academic programs, better serve the needs of its students, and become more effective and efficient in accomplishing its mission and goals.

As an annual effort of institutional effectiveness, the Troy University Office of Institutional Research, Planning, and Effectiveness (IRPE) conducted the *Troy University Senior Survey* on all campuses of the University from summer 2008 till Spring 2009. In preceding years this survey was conducted after three terms within an academic year (fall, spring and summer). However, in 2008 through an effort to provide data to the leadership prior to the beginning of the fall term, the data was analyzed after the end of the spring term. So the data presented in this report includes data collected during the summer of 2008. In the spring of 2009 the leadership of IRPE discussed the problems encountered with getting email addresses for the *Graduating Student Survey*. Because the prior practice of emailing all persons who had expressed an intent to graduate was so labor intensive and because it did not always yield good results, the decision was made to change the methodology for the survey. In 2007 we did not get any data from the Dothan Campus for the *Graduating Senior Survey*. Beginning with the 2009-2010 Academic Year, the Senior Survey will only be administered once, during November, and all persons classified as Seniors in Datatel will be invited to participate. Due to this change the survey will no longer be called the *Graduating Student Survey*, but the *Senior Survey*.

On a continuous basis, data for the *Graduating Student Survey* is collected using an online survey program. The survey can be accessed either through a survey link sent to the students via email or from the IRPE website.

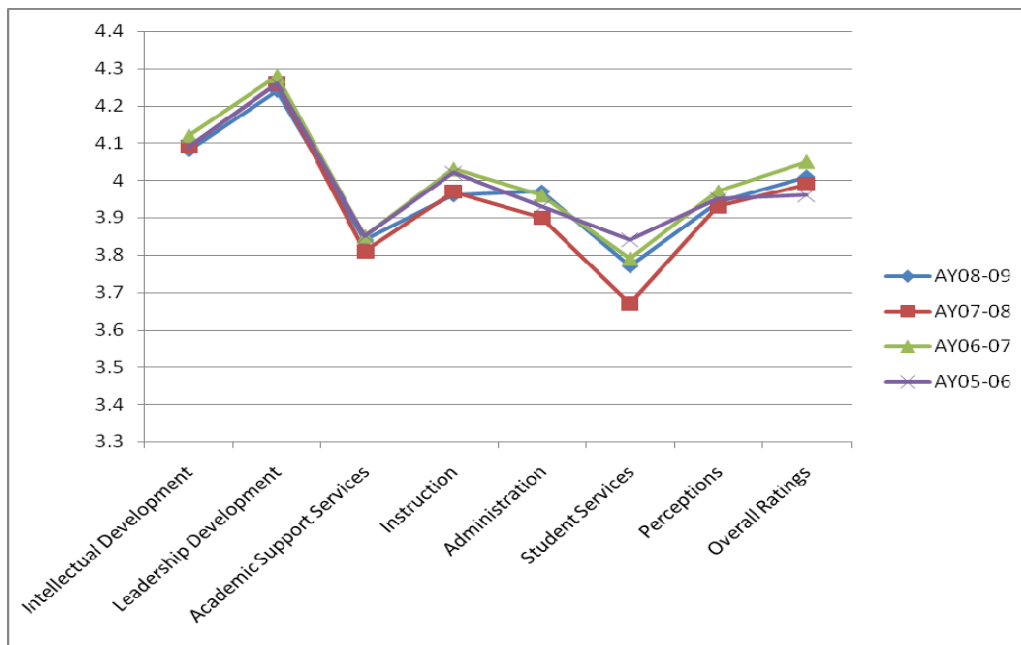
The questionnaire for the survey contained 38 questions. The first 26 questions ask for information regarding students' demographics, academics, employment, and financial aid. Questions 27 – 37 of the survey, with a high reliability, focus on measuring students' perceptions about and satisfaction with their Troy experiences. The final question was an open-ended question allowing for additional comments.

For data analysis, descriptive methods were used for the overall University as well as for each individual campus, site, college, and degree. Questions 27 to 37 were tabulated and items were presented in a cross tabulation by campus so that comparison, if necessary, could be made between campuses or between campus and the overall University. Questions 27, 28, and 29, which contain measures in 60 areas, are analyzed based on the factors defined from the same measures in the previous survey. Importantly, comparison was made between academic years 05-06, 06-07, 07-08, and 08-09 responses to identify any possible improvement, as well as between campuses to explore in detail areas where improvement efforts can be focused. In the end, frequency tables for all survey questions were provided as appendices for the overall responses as well as for each of the campuses and colleges.

Major Findings

The *Troy University Senior Survey 2008 – 089* started in summer 2008 and continued through Spring 2009. During this time, students who were classified as seniors in Datatel were emailed the link to the survey. By the time data collection was closed on May 26, 2009, 2922 responses were received. This is up from 1,340 responses for the prior academic year. The characteristics of the survey respondents were determined to be similar to those of the total graduates of the year although some variation existed. Therefore, the responses to the survey could be considered representative of the ideas and opinions of the students who were graduating in during the 2008-2009 Academic Year.

The *Senior Survey* has been administered consecutively for four years. The results are almost parallel from each year. Over the past four years students have consistently rated the factor of leadership development the highest and student services the lowest. The chart and table below presents the mean scores for each factor measured by the *Senior Survey*. Each factor is measured on a scale with 1 being low satisfaction and 5 being high satisfaction.



	AY08-09	AY07-08	AY06-07	AY05-06
<b>Intellectual Development</b>	4.08	4.09	4.12	4.09
<b>Leadership Development</b>	4.24	4.26	4.28	4.26
<b>Academic Support Services</b>	3.84	3.81	3.85	3.85
<b>Instruction</b>	3.96	3.97	4.03	4.02
<b>Administration</b>	3.97	3.90	3.96	3.93
<b>Student Services</b>	3.77	3.67	3.79	3.84
<b>Perceptions</b>	3.94	3.93	3.97	3.95
<b>Overall Ratings</b>	4.01	3.99	4.05	3.96

In the Fall and Spring Semesters of the 2008 – 09 academic year, Troy University awarded 4,549 degrees, with 2,103 in Fall 2007 and 2,446 in Spring 2008. During the 2008-2009 Academic Year the Registrar's Office identified 7049 students as being classified as a senior in Datatel. The 2922 respondents to the survey represented a 41% survey participation rate from the total group of seniors and a 64% response rate from graduating seniors. This is up from a 31% response rate from the prior year during which invitation to participate emails were only sent to students who had submitted an intent to graduate form.

### Demographic information

Of the 2,922 respondents, 66% were female, 56% were White vs. 35% Black and 76% were aged 25 or older. While the majority (98%) were US citizens, the 2% international student participants represented 33 countries and regions in various parts of the world. The largest percentage of respondents were from the eCampus, 35%. About 22% of the respondents were graduating from Troy Campus, 15% were University College students, and the remainder of the seniors were from Dothan (11%), Montgomery (11%) and Phenix City (6%). Additionally, University College students responded from 33 different sites.

### Academic information

Academically, 75% of the respondents were expecting to receive a Bachelor's degree and 19% would be awarded a Master's degree, while the Associate and Education Specialist degree recipients making up around 5% and 1% of the respondents respectively. (Of all graduates for Fall 07 and Spring 08, 47% received Bachelor's degrees, 44% received Masters' degrees, 8% received Associate degrees, and 1% received Education Specialist degrees.) About 37% of the respondents were planning to graduate from the College of Arts and Sciences, 28% from Business, approximately 22% from Education, 9% from the College of Health and Human Services, and only about 4% from the College of Communication & Fine Arts.

According to the responses, approximately 72% of the students had transferred credit hours from other institutions and about 44% of them transferred more than 30 credit hours. The majority of participating seniors (57%) started Troy University as an undergraduate transfer student. About 23% started Troy University as a first-time freshman. About 14% started as a first-time graduate student. While attending Troy University, 75% of the students had taken online courses. This is up from 65% from the previous *Graduating Senior Survey*. About 34% reported that their cumulative GPA's were between 3.5 and 4.0, and 35% had GPA's between 3.0 and 3.49. Of the 2,922 respondents, about 81% indicated that they had studied at Troy University 4 years or less. About 9% reported 5 years and 3% six years, while the longest time a student studied at Troy University was over 10 years (1%) and the shortest was just 1 year (14%). About 80% of undergraduate students were enrolled at Troy University for four years or less and about 65% of graduate students were enrolled for 2 years or less.

### Employment and plan after graduation

Approximately 84% of the respondents reported that they worked while attending Troy University with about 70% working full-time (40 hours or over). Upon graduation, about 38% were planning to work in areas related to their majors at Troy University, 16% would continue to work in the jobs they had already, and approximately 37% were going to continue their education. The survey also found that about 59% of the respondents would pursue a Master's degree after they graduated, 24% would study for a doctoral degree, around 5% would seek an educational specialist degree, and another 4% would pursue a professional degree as their ultimate goal in education.

### Financial aid information

While the financial aid options varied, over half of the respondents (55%) had received student loans, 29% obtained grants, 15% had scholarships or graduate assistantships, and about 19% received tuition assistance. Additionally, about 3% received a third party pay or other kind of financial aid, mostly from military or VA benefits.

### Student satisfaction

- Student self-rated development (Report 1 – Q27)

Eighteen items related to knowledge, skills, and abilities were provided for the students to rate their development as a result of Troy University education. From the 18 items, two factors were identified - ***Intellectual Development*** and ***Leadership Development***. In comparison, the prior three academic years, respondents shared about the same opinions regarding their development in the areas measured, with an average rating for ***Intellectual Development*** as 4.08 for 08-09, 4.09 for 07-08; 4.12 for 06-07; and 4.09 for 05-06 and a mean rating for ***Leadership Development*** as 4.24 for 08-09, 4.26 for 07-08; 4.28 for 06-07; and 4.26 for 05-06, all in a 5-point scale with 1 as “Poor” and 5 as “Excellent.”

As indicated in Table 1, the majority of the areas measured for student ***Intellectual Development*** were rated high above 4.00 (on a scale of 1 to 5) and 80% or more of the students rated their development in these areas as either “Excellent” or “Good.” In addition, almost all ratings on areas related to ***Intellectual Development*** were almost parallel over the past three years.

Table 1. Ratings on areas related to *Intellectual Development*: AY05 - 09

	AY 08 -09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/ Good	Mean	Excellent/ Good	Mean	Excellent/ Good	Mean	Excellent/ Good	Mean
	Critical thinking skills	88%	4.30	90%	4.31	91%	4.28	90%
Problem solving skills	86%	4.25	88%	4.25	88%	4.26	89%	4.26
Reading Skills	86%	4.27	88%	4.26	88%	4.26	87%	4.26
Writing skills	85%	4.20	88%	4.22	87%	4.26	87%	4.21
Research skills	84%	4.22	88%	4.26	87%	4.24	86%	4.22
Speaking/presentation skills	81%	4.10	85%	4.15	83%	4.16	81%	4.12
Understanding different philosophy/culture	77%	4.05	80%	4.07	80%	4.09	78%	4.04
Computer technologies	79%	4.07	79%	4.04	80%	4.07	79%	4.07
Scientific principles & methods	67%	3.84	73%	3.91	73%	3.91	70%	3.86
Appreciation of the arts	67%	3.84	69%	3.83	68%	3.86	68%	3.83
Mathematical skills	63%	3.72	66%	3.78	69%	3.84	66%	3.81
Overall average ratings	4.08		4.09		4.12		4.09	

Similar to the ratings on *Intellectual Development*, ratings on *Leadership Development* were also excellent. As illustrated in Table 2, more than 80% of the students gave positive ratings of either “Excellent” or “Good” to their development in almost all of the areas related to *Leadership Development*. All mean ratings for items were higher than 4.00, the factor mean was 4.24.

Table 2. Ratings on areas related to *Leadership Development*: AY05 - 09

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/ Good	Mean	Excellent/ Good	Mean	Excellent/ Good	Mean	Excellent/ Good	Mean
	Planning and carrying out projects	88%	4.33	89%	4.35	90%	4.35	89%
Management and organizational skills	87%	4.32	88%	4.31	88%	4.33	88%	4.31
Strategies for applying skills in the field	86%	4.26	88%	4.27	88%	4.3	88%	4.28
Working collaboratively in groups	82%	4.18	86%	4.25	88%	4.29	86%	4.27
Time management	85%	4.29	86%	4.29	87%	4.28	86%	4.28
Leadership skills	84%	4.22	84%	4.22	86%	4.25	84%	4.21
Citizenship skills	78%	4.08	81%	4.11	81%	4.15	82%	4.13
Overall average ratings	4.24		4.26		4.28		4.26	

For detailed ratings on areas included in these two factors, please see Report 1.

- Student ratings for quality of education and academic support services (Report 2 – Q28)

Eighteen items were measured in terms of what students thought about the quality of education and academic support services at Troy University. Again a factor analysis identified two factors, which include *Academic Support Services* and *Instruction*. The factor *Instruction*, or *Academics*, includes areas relating to instruction and faculty and has an average rating of 3.96 for 08 – 09, 3.97 for 07 – 08, 4.03 for 06-07 and 4.02 for 05-06 respondents on a 5-point scale with 1 as “Poor” and 5 as “Excellent.”



Table 3. Ratings on areas of *Instruction*: AY05 - 09

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M
Overall quality of academic program	86%	4.21	86%	4.20	88%	4.25	87%	4.24
Instruction in major courses	82%	4.14	83%	4.13	85%	4.19	86%	4.19
Instruction in general education	76%	4.01	78%	4.00	81%	4.08	80%	4.02
Communication between faculty and students	77%	4.02	79%	4.02	80%	4.08	79%	4.07
Faculty's use technologies to enhance teaching	78%	4.05	78%	4.03	80%	4.07	78%	4.02
Faculty accessibility	72%	3.89	71%	3.87	76%	4.00	76%	4.02
Course availability in your major	75%	3.99	78%	4.04	75%	3.98	78%	4.00
Registration procedures	74%	3.96	74%	3.91	74%	3.92	74%	3.90
Academic advising	64%	3.67	67%	3.74	70%	3.85	71%	3.86
IMPACT/New Student Orientation Program	64%	3.69	67%	3.75	68%	3.82	67%	3.75
Overall average ratings	3.96		3.97		4.03		4.02	

As indicated in the table above (Table 4), the majority of the students rated the areas related to *Instruction* as either “Excellent” or “Good,” which is about the same as found in the previous year’s survey. Five areas, however, were rated below 4.00 in 08-09, with the ratings on IMPACT/New Student Orientation Program and Academic Advising being the lowest. Further examination by campus (Table 4) found that eCampus students regularly ranked items in the factor of instruction higher than students from other campuses.

Table 4. Average ratings on *Instruction* by campus AY 08 - 09:

	From which Troy University campus will you graduate?					
	Dothan	Montgomery	Phenix City	Troy	eCampus	University College
	Mean	Mean	Mean	Mean	Mean	Mean
Overall quality of your academic program	3.99	4.09	4.25	4.12	4.35	4.25
Academic advising	3.44	3.56	3.92	3.69	3.68	3.73
Faculty accessibility	3.62	3.86	4.03	3.91	3.94	3.90
Instruction in major courses	4.05	4.01	4.17	4.12	4.26	4.06
Instruction in general education courses	3.95	3.96	4.07	3.65	4.24	4.05
Faculty's use of technologies to enhance teaching	3.83	3.97	4.13	3.86	4.24	4.07
Course availability in your major	3.44	3.82	4.13	3.78	4.35	3.93
Communication between faculty and students	3.75	3.93	4.13	4.03	4.15	3.94
Registration procedures	3.68	4.09	4.07	3.54	4.25	4.01
IMPACT/New Student Orientation Program	<u>3.41</u>	<u>3.64</u>	<u>3.83</u>	<u>3.55</u>	<u>3.88</u>	<u>3.74</u>
AVERAGE	3.71	3.89	4.07	3.82	4.13	3.96

The *Academic Support Services* include Library, Computer labs, Writing Center, Reading Center, Center for International Programs, etc., and the average rating for this factor is 3.84 for 08 – 09, 3.81 for 07 – 08, 3.85 for 06-07 and 3.85 for 05-06, relatively lower than expected. Overall, as indicated in Table 5, no areas in *Academic Support Services* had an average rating of 4.00 or higher nor did they have ratings of “Excellent” or “Good” for more than 72% of the respondents.

Table 5. Ratings on areas related to *Academic Support Services*: AY05 – 09:

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M
	Reading Center	70%	3.89	70%	3.85	71%	3.91	70%
Natural Science Center	70%	3.87	70%	3.83	70%	3.89	68%	3.86
Writing Center	71%	3.90	70%	3.85	70%	3.89	71%	3.89
Center for International Program	68%	3.81	70%	3.84	70%	3.88	69%	3.80
Testing Center	70%	3.85	72%	3.87	70%	3.87	70%	3.83
Computer labs	70%	3.84	67%	3.74	70%	3.83	71%	3.90
Library	66%	3.76	67%	3.74	70%	3.83	71%	3.86
Laboratory/instructional equipment	68%	3.82	65%	3.72	67%	3.78	69%	3.82
Overall average ratings	3.84		3.81		3.85		3.85	

However, further examination by campus showed that ratings of students from different campuses varied (Table 6). Please be aware that only students who have used the services gave their ratings. The Reading Center, Natural Science Center, and Writing Center were rated by mostly Troy Campus students and only international students rated the Center for International Programs.

Table 6. Average ratings on *Academic Support Service* by campus for AY 08 - 09:

	From which Troy University campus will you graduate?					
	Dothan	Montgomery	Phenix City	Troy	eCampus	University College
	Mean	Mean	Mean	Mean	Mean	Mean
Library	3.93	4.09	3.72	3.34	3.92	3.79
Computer labs	4.21	4.04	4.21	3.36	4.07	3.79
Laboratory/instructional equipment	3.93	3.89	4.12	3.50	4.09	3.79
Testing Center	3.71	4.02	3.94	3.59	3.96	3.93
Writing Center	3.91	3.98	3.95	3.76	4.12	3.76
Reading Center	3.98	3.99	4.01	3.61	4.09	3.84
Natural Science Center	3.94	3.93	3.99	3.73	4.03	3.73
Center for International Programs	<u>3.90</u>	<u>3.83</u>	<u>3.88</u>	<u>3.60</u>	<u>4.02</u>	<u>3.71</u>
AVERAGE	3.93	3.97	3.97	3.56	4.03	3.79

- Student satisfaction with services provided by Troy University (Report 3 – Q29)

Twenty-four offices and services of the University were measured in terms of student satisfaction. Two factors were identified. They were *Student Services* and *Administration*. *Student Services* includes such areas as Career Services, Placement Services, Student Health Services, Recreational and Intramural Activities, Student Organizations, etc, while *Administration* includes the Admissions Office, Registrar/Records Office, Business Office, Financial Aid Office, Trojan WebExpress, and so on. Comparisons found that the participants in the past year's surveys shared about the same level of satisfaction with *Student Services* and services provided by the *Administration* offices, with the overall average ratings for *Administration* being 3.97 in 08-09, 3.90 in 07 – 08, 3.96 in 06-07 and 3.93 in 05-06 (on a 5-point scale with 1 as "Very Dissatisfied" and 5 as "Very Satisfied").

As can be seen from Table 7, under *Administration*, Trojan WebExpress, Admissions Office, and IT services were rated the best, each averaging above 4.00 (4.00 = Satisfied), with around 80% of the students feeling "Satisfied" or "Very Satisfied" with their services. Other areas in *Administration* had relatively low ratings, below 4.00 (4.00 = Satisfied) on average, with the the Financial Aid Office being rated the lowest and with less than 70% of the students feeling satisfied with the services they provided.

Table 7. Ratings on areas related to *Administration*: AY 05 – 09

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M
Trojan WebExpress	85%	4.21	80%	4.08	81%	4.08	81%	4.07
Admissions Office	78%	4.02	76%	4.00	78%	4.03	77%	4.01
Information Technology Services	75%	4.00	72%	3.92	75%	3.94	74%	3.92
Registrar/Records Office	74%	3.90	72%	3.87	74%	3.93	74%	3.92
Business Office	70%	3.87	69%	3.85	73%	3.92	73%	3.9
Veteran Services	72%	4.05	66%	3.90	66%	3.83	68%	3.91
Financial Aid Services	67%	3.76	64%	3.69	66%	3.75	63%	3.65
Overall average ratings		3.97		3.90		3.96		3.93

A breakdown by campus showed that students from Troy and University College had the lowest level of satisfaction with the *Administration*. Dothan students were found to be most satisfied regarding services provided by the administration offices compared to students from other campuses.

Table 8. Average ratings on *Administration* by campus for AY 08-09:

	From which Troy University campus will you graduate?					
	Dothan	Montgomery	Phenix City	Troy	eCampus	University College
	Mean	Mean	Mean	Mean	Mean	Mean
Admissions Office	4.04	4.08	4.09	3.93	4.04	4.02
Registrar/Records Office	3.90	4.04	4.10	3.58	4.02	3.95
Veteran Services	4.17	4.05	3.88	3.79	4.22	3.87
Financial Aid Services	3.99	3.55	3.77	3.49	3.91	3.91
Business Office	4.00	3.95	4.16	3.58	3.92	3.93
Information Technology (IT) Services	4.12	4.13	4.18	3.73	4.09	3.94
Trojan Web Express	4.35	4.33	4.25	3.96	4.30	4.18
AVERAGE	4.08	4.02	4.06	3.72	4.07	3.97

In the surveys from the past years, it seems that students were least satisfied with *Student Services*. As shown in Table 9, only one (buildings and grounds) of the areas in *Student Services* received an average rating of 4.00 or higher, with Parking Facilities, Housing and Residential Life, and Placement Service being the lowest. The overall average rating for AY 08 – 09 was 3.77, AY 07 – 08 was 3.67, 3.79 for 06-07 and 3.84 for 05-06,

Table 9. Ratings in *Student Services*: 05 - 09

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M
Buildings and Grounds	76%	4.04	69%	3.85	74%	3.96	73%	3.93
University media	71%	3.95	66%	3.87	69%	3.88	70%	3.85
Safety and Security	67%	3.86	62%	3.72	67%	3.82	70%	3.85
Student Support Services	69%	3.86	65%	3.78	66%	3.81	66%	3.80
Student organizations	65%	3.85	60%	3.71	63%	3.77	62%	3.74
Athletic programs	69%	3.94	59%	3.72	63%	3.76	60%	3.70
Adaptive Needs Service	64%	3.85	60%	3.73	61%	3.75	61%	3.76
Bookstore service	70%	3.82	65%	3.73	67%	3.74	68%	3.75
Recreational and intramural activities	63%	3.78	55%	3.65	62%	3.74	59%	3.66
Counseling service	62%	3.70	59%	3.65	62%	3.70	63%	3.71
Student Health Services	60%	3.72	55%	3.63	60%	3.70	59%	3.67
Trojan Fitness Center	68%	3.92	58%	3.70	59%	3.62	57%	3.62
Career Service	58%	3.66	54%	3.59	58%	3.63	62%	3.70
Placement Service	54%	3.61	53%	3.55	55%	3.57	56%	3.59
Housing and Residential Life	53%	3.57	53%	3.57	54%	3.57	54%	3.54
Parking facilities	47%	3.13	48%	3.20	50%	3.26	48%	3.14
Overall average ratings		3.77		3.67		3.79		3.84

For Parking Facilities, approximately 33% of the students indicated that they were “Very Dissatisfied” or “Dissatisfied” for the several years. Further analysis found that Troy and Montgomery students were very dissatisfied with Parking Facilities. Table 10 shows mean ratings on each of the areas related to *Student Services*. Further studies may be needed before actions are taken for improvement.

Table 10. Average ratings on *Student Services* by campus: AY 08 - 09

	From which Troy University campus will you graduate?					
	Dothan	Montgomery	Phenix City	Troy	eCampus	University College
	Mean	Mean	Mean	Mean	Mean	Mean
Adaptive Needs Services	3.96	4.06	3.79	3.82	3.90	3.55
Student Support Services (SSS)	3.87	3.99	3.90	3.85	3.88	3.72
Career Services	3.61	3.84	3.64	3.68	3.63	3.48
Placement Service	3.62	3.76	3.62	3.54	3.62	3.51
Counseling Services	3.78	3.73	3.76	3.64	3.68	3.72
Bookstore Services	3.90	3.68	3.92	3.82	3.85	3.78
Food Services	3.74	3.97	3.49	3.66	3.70	3.46
Buildings and Grounds	4.30	4.12	4.25	3.92	3.91	3.90
Housing and Residence Life	3.75	3.72	3.68	3.48	3.64	3.56
Student Health Services	3.76	3.87	3.68	3.73	3.70	3.60
Recreational and intramural activities	3.64	3.60	3.63	3.96	3.66	3.48
Athletic programs	3.78	3.77	3.58	4.15	3.75	3.71
Trojan Fitness Center	3.52	3.53	3.41	4.21	3.62	3.57
Student organizations	3.74	3.62	3.75	4.07	3.70	3.53
Safety and Security Services	4.08	4.04	4.10	3.71	3.76	3.62
Parking facilities	3.71	3.03	3.94	2.24	3.76	3.91
University Media (website, newsletters, radio, TV, etc)	4.03	3.98	4.12	3.85	3.97	3.96
AVERAGE	3.81	3.78	3.78	3.73	3.75	3.65

- Student perceptions about Troy University (Report 4 – Q30)

In this section, 10 statements regarding the University in a broad sense were provided for the students to rate their agreement. As indicated in Table 11 (derived from Report 4), over 80% of the students “Agree” or “Strongly Agree” with the first 3 statements, indicating strong satisfaction with the academic programs and confirming the findings in Table 3 above (derived from Report 2).

Table 11. Ratings on *Student Perceptions* about Troy University: 05-09

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M
My academic program was intellectually challenging and stimulating.	87%	4.20	85%	4.14	85%	4.16	85%	4.1
The degree program in which I enrolled is	84%	4.20	82%	4.14	86%	4.18	83%	4.14

valuable for me in my employment.									
Courses in my curriculum contributed to the skills and knowledge required in my field.	86%	4.19	84%	4.14	86%	4.16	86%	4.14	
The goals, objectives, and requirements for my academic programs were clearly defined.	78%	3.93	80%	3.98	81%	4.01	82%	4.02	
The tuition and fees I paid at Troy University were a worthwhile investment.	73%	3.91	74%	3.95	76%	3.97	76%	3.95	
Troy University faculty care about students as individuals.	73%	3.90	71%	3.87	76%	3.96	75%	3.94	
Courses were offered frequently enough for timely completion of my degree program.	75%	3.88	74%	3.89	75%	3.89	76%	3.90	
The intellectual caliber of students in my academic program was high.	70%	3.79	70%	3.81	71%	3.83	69%	3.79	
Troy University is responsive to the needs of its students.	66%	3.71	65%	3.70	69%	3.8	68%	3.78	
Troy University faculty were helpful with my career plan.	61%	3.65	61%	3.67	65%	3.75	65%	3.74	
Overall average ratings		3.94		3.93		3.97		3.95	

The lowest ratings in this section were “The University faculty were helpful with my career plan” (61% Agree/Strongly Agree; M=3.65) and “Troy University is responsive to the needs of its students” (66% Agree/Strongly Agree; M=3.71). (These were also the lowest rated areas in the previous three year’s survey.) Course offerings and student intellectual caliber were rated low as well.

The following table (Table 12) shows a breakdown by campus for *Student Perceptions*.

Table 12. Mean ratings on *Student Perceptions* by campus: AY 08 - 09

	From which Troy University campus will you graduate?					
	Dothan	Montgomery	Phenix City	Troy	eCampus	University College
	Mean	Mean	Mean	Mean	Mean	Mean
The goals, objectives, and requirements for my academic program were clearly defined.	3.66	3.91	3.98	3.86	4.01	4.07
My academic program was intellectually challenging and stimulating.	4.05	4.14	4.16	4.15	4.28	4.25
Courses in my curriculum contributed to the skills and knowledge required in my field.	4.06	4.15	4.16	4.15	4.28	4.17
Courses were offered frequently enough for timely completion of my degree program.	3.27	3.76	3.91	3.65	4.23	3.92
The intellectual caliber of students in my academic program was high.	3.78	3.70	3.80	3.72	3.87	3.82
The degree program in which I enrolled is valuable for me in my employment.	4.18	4.14	4.23	4.22	4.20	4.21
Troy University faculty care about students as individuals.	3.74	3.73	4.06	3.97	3.94	3.90
Troy University faculty were helpful with my career plan.	3.52	3.52	3.86	3.69	3.67	3.64
Troy University is responsive to the needs of its students.	3.40	3.64	3.96	3.60	3.84	3.74
The tuition and fees I paid at Troy University were a worthwhile investment.	3.53	3.88	3.95	3.71	4.10	4.02
<b>AVERAGE</b>	<b>3.72</b>	<b>3.86</b>	<b>4.01</b>	<b>3.87</b>	<b>4.04</b>	<b>3.97</b>

- Overall ratings of Troy University (Report 5 – Q31)

In Question 31, students were asked to rate their Troy preparation for employment and further education as well as to give an overall rating of their college experiences at Troy University. About 80% of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 4.10, while 73% and 77% of the respondents gave a rating of either “Excellent” or “Good” to their Troy preparation for employment and for further education, with a mean = 3.91 and 4.03 respectively. The graduating students from the past three years shared about the same opinions in their overall ratings of the University.



Table 13. Overall ratings on Troy University: 05-09

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M
	How would you rate Troy University's preparation of you for employment?	73%	3.91	71%	3.88	74%	3.95	75%
How would you rate Troy University's preparation of you for further education?	77%	4.03	75%	4.00	78%	4.05	77%	3.94
What is your overall rating of your college experiences at Troy University?	79%	4.10	80%	4.08	81%	4.14	84%	4.07
Average Ratings		4.01		3.99		4.05		3.96

**Recommendation of Troy University (Report 6 – IF YOU WERE STARTING OVER, WOULD YOU ENROLL IN THE SAME PROGRAM?-WOULD YOU RECOMMEND TROY UNIVERSITY TO SOMEONE PLANNING TO GO TO COLLEGE?)**

Important satisfaction indicators used by colleges and universities include whether students would re-enroll in the university, re-enroll in the same academic program, and recommend their university to others. The surveys over the past three years found that over 85% of the students indicated that they would enroll in the same academic programs and attend Troy University again if they could start all over. The most important finding, which indicates student satisfaction with Troy University and academic programs, is that 90% of the respondents would recommend Troy University and their academic programs.

Table 14. Recommendation of Troy University: 05 - 09

	AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes	Definitely Yes	Probably yes	Definitely Yes	Probably Yes
If you were starting over, would you enroll in the same	50%	32%	47%	37%	53%	34%	54%	32%

program?

If you could start college over, would you attend Troy University again?

52%      32%      47%      40%      52%      35%      51%      38%

Would you recommend your academic program to other students?

56%      33%      54%      37%      59%      33%      59%      34%

Would you recommend Troy University to someone planning to go to college?

61%      28%      55%      35%      59%      32%      62%      32%

Student Organization information

Seniors were asked to identify which student organizations they belong to while attending Troy University. The vast majority of seniors who participated in this survey (n=2012, 69%) reported that they did not participate in any student organizations. The Honor Society was reported as the student organization with the most participation. Further analysis by campus revealed that the Troy Campus has the highest number of students participating in student organizations.

	<i>Count</i>
None	2012
Honor Society	400
Departmental	264
Fraternity/Sorority	211
Professional	186
Leadership	139
Religions	128
Services	98
Art/Music/Drama	88
Sports	87
Political	48
Publication	23

Participation in Student Organizations by Campus:

	<i>Campus</i>					
	Dothan	Montgomery	Phenix City	Troy	eCampus	University College
	Count	Count	Count	Count	Count	Count
Departmental	16	7	8	224	7	2
Professional	17	4	3	136	14	12
Religions	2	1	4	111	5	5
Leadership	14	3	3	111	5	3
Services	28	3	4	55	5	3
Honor Society	71	37	6	226	41	19
Publication	1	0	1	18	1	2
Political	1	3	3	36	4	1
Fraternity/Sorority	4	4	4	186	10	3
Art/Music/Drama	3	0	0	83	1	1
Sports	0	1	0	81	4	1
None	208	248	136	151	876	384

Community Service

Seniors were asked to report the types and frequencies of their involvement with community service/service learning. Seniors reported the frequency of their community service with the following types of organizations: student organizations, classes, non-University organizations, or as an individual person. The category with the highest reported participation was as an individual person. Further analysis by campus revealed that the campus with the highest levels of community service is the Troy Campus.

		<i>Count</i>	<i>%</i>
STUDENT ORGANIZATION	Once per semester	222	10.1%
	Monthly	228	10.4%
	Weekly	93	4.2%
	Daily	11	.5%
	Never	1635	74.7%
CLASS	Once per semester	323	14.7%
	Monthly	143	6.5%
	Weekly	99	4.5%
	Daily	14	.6%
	Never	1622	73.7%
NON-UNIVERSITY ORGANIZATION	Once per semester	246	11.3%
	Monthly	280	12.9%
	Weekly	181	8.3%
	Daily	33	1.5%
	Never	1430	65.9%
INDIVIDUAL PERSON	Once per semester	391	17.6%

Monthly	424	19.1%
Weekly	282	12.7%
Daily	78	3.5%
Never	1047	47.1%

Community Service Participation By Campus:

		<i>Campus</i>					
		Dothan	Montgomery	Phenix City	Troy	eCampus	University College
		Count	Count	Count	Count	Count	Count
STUDENT ORGANIZATION	Once per semester	48	21	10	112	19	12
	Monthly	33	18	7	145	22	3
	Weekly	5	2	1	75	8	2
	Daily	0	0	0	8	2	1
	Never	184	175	105	186	733	245
CLASS	Once per semester	61	39	18	149	41	15
	Monthly	24	5	13	68	24	9
	Weekly	9	3	10	53	15	7
	Daily	0	0	2	4	6	2
	Never	182	173	86	249	689	238
NON-UNIVERSITY ORGANIZATION	Once per semester	36	17	14	105	50	24
	Monthly	33	23	17	98	82	26
	Weekly	23	15	11	52	54	24
	Daily	4	4	1	7	14	3
	Never	173	160	77	248	573	195
INDIVIDUAL PERSON	Once per semester	49	39	24	152	84	42
	Monthly	57	37	27	133	131	39
	Weekly	34	18	20	91	85	31
	Daily	15	6	5	15	27	10
	Never	120	120	53	130	464	157

Implications

1. Overall, Troy University’s graduating students were satisfied with their college experiences over the years they studied at TROY. In particular, the students were satisfied with their educational experiences at the University – instruction, the quality of education, and their academic programs, specifically. Furthermore, the students thought highly of their intellectual development and leadership development as a result of their education at Troy University.
2. The survey findings that for the past four years over 80% of the graduating students would attend Troy University and enroll in the same programs again if they started over and that about 90% would recommend Troy University and their academic programs

strongly suggest that Troy University was effective in offering quality education to its students.

3. However, the *Senior Survey's* satisfaction measures have identified areas that need to be improved, especially in the areas of ***Academic Support Services*** and ***Student Services***. Because many of the weak areas found in the previous three year's results still remain the same in the 08-09 survey results, University personnel (administrators, faculty, and staff) need to pay more attention to assessment information and use assessment results to improve University services.
4. Furthermore, based on survey responses, faculty should do more to help students in their career planning, the University should be more responsive to student needs, efforts should be made to raise student intellectual caliber, and more courses should be offered each term so that students can graduate as they have planned.
5. While building plans for improvement for areas in which students are less satisfied, University personnel need to be aware that different factors may contribute to the ratings; therefore, further studies should be conducted to look more closely into the areas of need before decisions for improvement are made or actions are taken.
6. The only campus with substantial participation in student organizations and community service was the Troy Campus. Efforts should be considered to foster participation in student organizations and community service which would appropriate for the students on other campuses.